



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEWBURGH CITY SCHOOL DISTRICT**
District ID **44-16-00-01-0000**
Superintendent **ANNETTE SATURNELLI**
Telephone **(845) 563-3500**
Grades **K-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2008–09 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District NEWBURGH CITY SCHOOL DISTRICT

District ID 44-16-00-01-0000

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2005-06	2006-07	2007-08
Pre-K	417	432	0
Kindergarten	923	923	982
Grade 1	956	917	956
Grade 2	925	907	934
Grade 3	922	903	900
Grade 4	874	888	903
Grade 5	900	816	866
Grade 6	870	894	831
Ungraded Elementary	222	259	15
Grade 7	885	861	911
Grade 8	924	865	908
Grade 9	972	964	968
Grade 10	1094	1077	1167
Grade 11	773	810	873
Grade 12	602	670	718
Ungraded Secondary	425	410	29
Total K-12	12267	12164	11961

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	22	22	21
Grade 8			
English	21	21	17
Mathematics	22	21	17
Science	27	24	22
Social Studies	22	21	19
Grade 10			
English	22	23	20
Mathematics	22	22	24
Science	23	26	23
Social Studies	25	25	25

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District NEWBURGH CITY SCHOOL DISTRICT

District ID 44-16-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	5654	46%	5709	47%	5797	48%
Reduced-Price Lunch	1414	12%	1322	11%	1303	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1595	13%	1536	13%	1537	13%
Racial/Ethnic Origin						
American Indian or Alaska Native	8	0%	25	0%	17	0%
Black or African American	3749	31%	3668	30%	3563	30%
Hispanic or Latino	4301	35%	4487	37%	4611	39%
Asian or Native Hawaiian/Other Pacific Islander	244	2%	258	2%	268	2%
White	3965	32%	3723	31%	3500	29%
Multiracial**	N/A	N/A	3	0%	2	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		93%
Student Suspensions	1397	11%	1361	11%	1167	10%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District NEWBURGH CITY SCHOOL DISTRICT

District ID 44-16-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	926	885	971
Percent with No Valid Teaching Certificate	1%	3%	2%
Percent Teaching Out of Certification	2%	4%	4%
Percent with Fewer Than Three Years of Experience	7%	5%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	33%	35%	34%
Total Number of Core Classes	3461	2248	2454
Percent Not Taught by Highly Qualified Teachers	2%	4%	4%
Total Number of Classes	3166	3146	3210
Percent Taught by Teachers Without Appropriate Certification	3%	5%	5%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	16%	19%	20%
Turnover Rate of All Teachers	14%	11%	12%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	107	122	128
Total Paraprofessionals*	231	205	232
Assistant Principals	29	28	28
Principals	15	15	17

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2004 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2008, are not included in the 2004 school accountability cohort. The 2004 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2008–09)

Improvement (Year 4)

ELA	Improvement (Year 4)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✗	✓		✗	✗	
Limited English Proficient	✓	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✗ 4 of 6	✗ 4 of 6	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing | Good Standing |
| Improvement (Year 1) | Requiring Academic Progress (Year 1) |
| Improvement (Year 2) | Requiring Academic Progress (Year 2) |
| Improvement (Year 3) | Requiring Academic Progress (Year 3) |
| Improvement (Year 4) | Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09)  Improvement (Year 4)

Accountability Measures 7 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 5) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 4) in 2009-10. [209]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (5424:5254)							
Ethnicity							
American Indian or Alaska Native (6:6)	—						
Black or African American (1603:1546)							
Hispanic or Latino (2165:2079)							
Asian or Native Hawaiian/Other Pacific Islander (122:115)							
White (1528:1508)							
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (869:830)							
Limited English Proficient ⁵ (661:790)							
Economically Disadvantaged (3377:3266)							
Final AYP Determination	 7 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 8 of 8 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (5408:5228)			99%		164	100	
Ethnicity							
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—
Black or African American (1598:1542)			99%		147	99	
Hispanic or Latino (2165:2074)			99%		165	100	
Asian or Native Hawaiian/Other Pacific Islander (119:114)			100%		197	92	
White (1520:1492)			99%		178	99	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (873:826)			98%		108	98	
Limited English Proficient ⁵ (668:807)			99%		161	98	
Economically Disadvantaged (3400:3278)			99%		156	100	
Final AYP Determination	 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (1841:1735)		Qualified		97%		162	100	
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (554:503)		Qualified		95%		146	100	
Hispanic or Latino (727:688)		Qualified		98%		156	100	
Asian or Native Hawaiian/Other Pacific Islander (40:39)		Qualified		100%		195	100	
White (517:502)		Qualified		98%		182	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (301:271)		Qualified		94%		118	100	
Limited English Proficient ⁴ (218:253)		Qualified		99%		144	100	
Economically Disadvantaged (1169:1104)		Qualified		97%		150	100	
Final AYP Determination		1 of 1						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level English Language Arts

Accountability Status for This Subject (2008–09)  Improvement (Year 4)

Accountability Measures 4 of 6 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 5) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 4) in 2009-10. [209]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (747:741)							
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (210:211)							
Hispanic or Latino (222:220)							
Asian or Native Hawaiian/Other Pacific Islander (14:15)	—						
White (301:295)							
Multiracial (0:0)							
Other Groups							
Students with Disabilities (143:91)							
Limited English Proficient ⁴ (15:22)	—						
Economically Disadvantaged (238:265)							
Final AYP Determination	 4 of 6						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 4 of 6 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (747:741)			98%		162	155	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (210:211)			96%		140	151	148 146
Hispanic or Latino (222:220)			100%		159	152	
Asian or Native Hawaiian/Other Pacific Islander (14:15)	—	—	—	—	—	—	—
White (301:295)			99%		179	153	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (143:91)			91%		85	149	98 97
Limited English Proficient ⁴ (15:22)	—	—	—	—	—	—	—
Economically Disadvantaged (238:265)			100%		158	152	
Final AYP Determination	 4 of 6						

NOTES

- ¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.
 - ⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2007–08 2008–09	
All Students (930)			66%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (282)			62%	55%		
Hispanic or Latino (242)			52%	55%	55%	53%
Asian or Native Hawaiian/Other Pacific Islander (18)		–	–	–		
White (387)			77%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (110)			34%	55%	32%	35%
Limited English Proficient ³ (18)		–	–	–		
Economically Disadvantaged (309)			61%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **NEWBURGH CITY SCHOOL DISTRICT**

District ID **44-16-00-01-0000**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status

New York State Status

Good Standing

8 schools identified 62% of total

BALMVILLE SCHOOL
FOSTERTOWN ETC MAGNET SCHOOL
GAMS TECH MAGNET SCHOOL
GARDNERTOWN FUNDAMENTAL MAGNET SCHOOL
HORIZON-ON-THE-HUDSON MAGNET SCHOOL
MEADOW HILL GLOBAL EXPLORATIONS MAGNET SCHOOL
NEW WINDSOR SCHOOL
VAILS GATE HIGH TECH MAGNET SCHOOL

Planning for Restructuring

2 schools identified 15% of total

NEWBURGH FREE ACADEMY
TEMPLE HILL SCHOOL

Restructuring (Year 1)

2 schools identified 15% of total

HERITAGE JUNIOR HIGH SCHOOL
NORTH JUNIOR HIGH SCHOOL

Restructuring (Year 3)

1 school identified 8% of total

SOUTH JUNIOR HIGH SCHOOL

District NEWBURGH CITY SCHOOL DISTRICT

District ID 44-16-00-01-0000

Summary of 2007–08 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	58%			892
Grade 4	61%			908
Grade 5	70%			859
Grade 6	58%			826
Grade 7	58%			904
Grade 8	41%			898

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	83%			894
Grade 4	72%			912
Grade 5	75%			869
Grade 6	72%			832
Grade 7	71%			912
Grade 8	52%			894

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	75%			904
Grade 8	49%			674

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	70%			881
Mathematics	64%			881

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

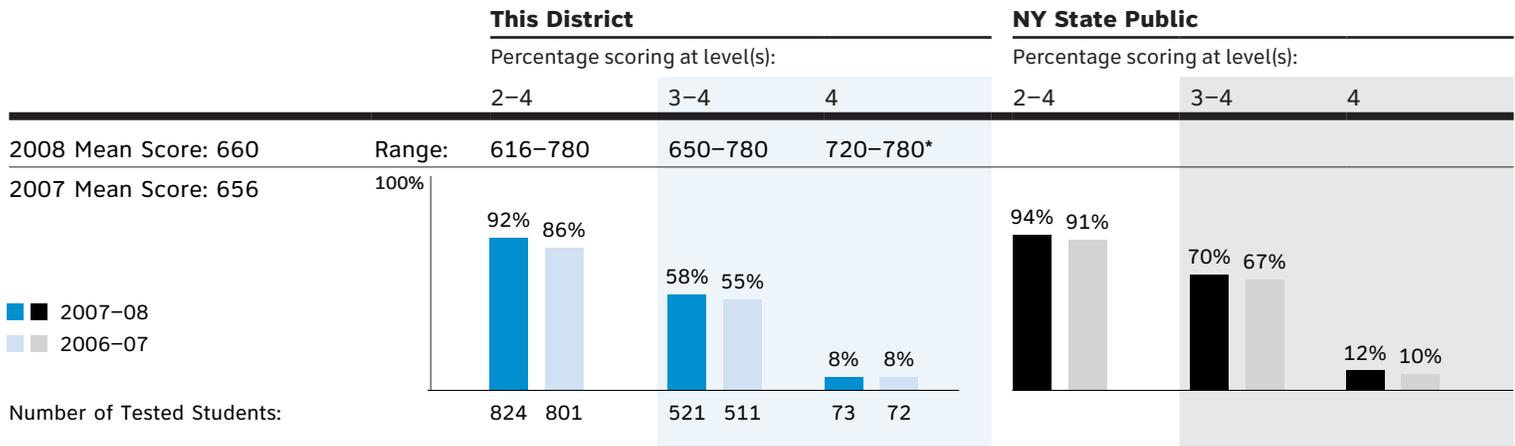
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	892	92%	58%	8%	929	86%	55%	8%
Female	443	94%	60%	9%	432	89%	61%	8%
Male	449	90%	56%	7%	497	84%	50%	7%
American Indian or Alaska Native					3	-	-	-
Black or African American	249	91%	50%	4%	283	84%	49%	4%
Hispanic or Latino	378	90%	49%	4%	375	82%	45%	5%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	91%	32%	20	-	-	-
White	243	96%	79%	17%	248	94%	74%	16%
Multiracial								
Small Group Totals					23	100%	87%	13%
General-Education Students	770	96%	64%	9%	796	92%	62%	9%
Students with Disabilities	122	69%	22%	1%	133	49%	15%	2%
English Proficient	697	95%	66%	10%	747	90%	62%	10%
Limited English Proficient	195	84%	32%	1%	182	71%	25%	0%
Economically Disadvantaged	597	90%	47%	4%	602	83%	45%	4%
Not Disadvantaged	295	98%	82%	17%	327	92%	73%	14%
Migrant	1	-	-	-	4	-	-	-
Not Migrant	891	-	-	-	925	-	-	-

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

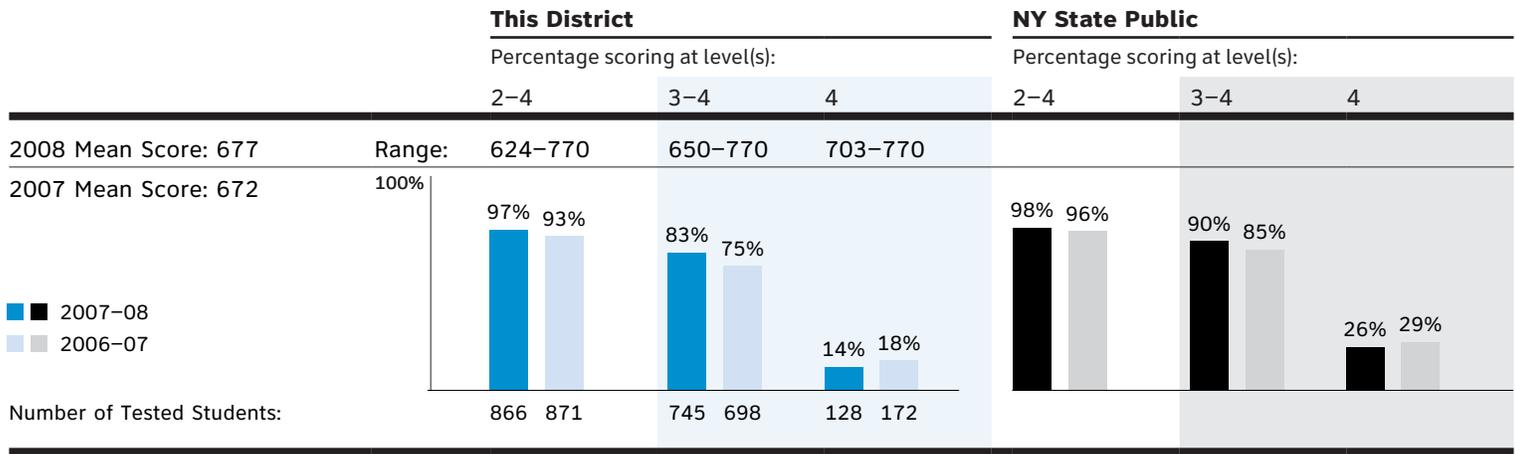
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	13	12	10	6	6	6	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	8	N/A	N/A	N/A	12	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	894	97%	83%	14%	934	93%	75%	18%
Female	448	97%	85%	13%	435	94%	77%	20%
Male	446	96%	82%	16%	499	93%	73%	17%
American Indian or Alaska Native					3	-	-	-
Black or African American	250	94%	76%	8%	282	89%	68%	13%
Hispanic or Latino	381	98%	83%	7%	383	94%	70%	11%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	100%	33%	19	-	-	-
White	242	98%	90%	30%	247	96%	89%	34%
Multiracial								
Small Group Totals					22	100%	91%	41%
General-Education Students	773	99%	88%	16%	804	96%	81%	21%
Students with Disabilities	121	86%	52%	2%	130	74%	35%	1%
English Proficient	690	97%	85%	17%	744	94%	79%	22%
Limited English Proficient	204	97%	79%	4%	190	91%	58%	3%
Economically Disadvantaged	607	96%	79%	9%	612	92%	69%	11%
Not Disadvantaged	287	99%	93%	25%	322	97%	86%	33%
Migrant	1	-	-	-	5	100%	60%	0%
Not Migrant	893	-	-	-	929	93%	75%	19%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	13	12	12	5	6	6	5	4

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 656	612-775	650-775	716-775			
2007 Mean Score: 656						
	88%	90%		93%	92%	
	61%	58%		71%	68%	
	5%		5%	8%		8%
Number of Tested Students:	797	818	555	527	49	42

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	908	88%	61%	5%	906	90%	58%	5%
Female	425	90%	66%	7%	424	94%	64%	5%
Male	483	86%	57%	4%	482	87%	53%	4%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	270	84%	53%	3%	269	88%	47%	1%
Hispanic or Latino	377	87%	56%	3%	370	88%	53%	1%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	11	-	-	-
White	239	92%	75%	11%	255	96%	77%	12%
Multiracial								
Small Group Totals	22	100%	86%	9%	12	100%	83%	25%
General-Education Students	775	94%	70%	6%	777	94%	65%	5%
Students with Disabilities	133	49%	9%	0%	129	65%	18%	0%
English Proficient	742	89%	67%	7%	760	93%	65%	6%
Limited English Proficient	166	80%	36%	0%	146	74%	22%	0%
Economically Disadvantaged	601	85%	53%	3%	571	87%	48%	1%
Not Disadvantaged	307	93%	77%	11%	335	96%	76%	11%
Migrant	3	-	-	-	2	-	-	-
Not Migrant	905	-	-	-	904	-	-	-

NOTES

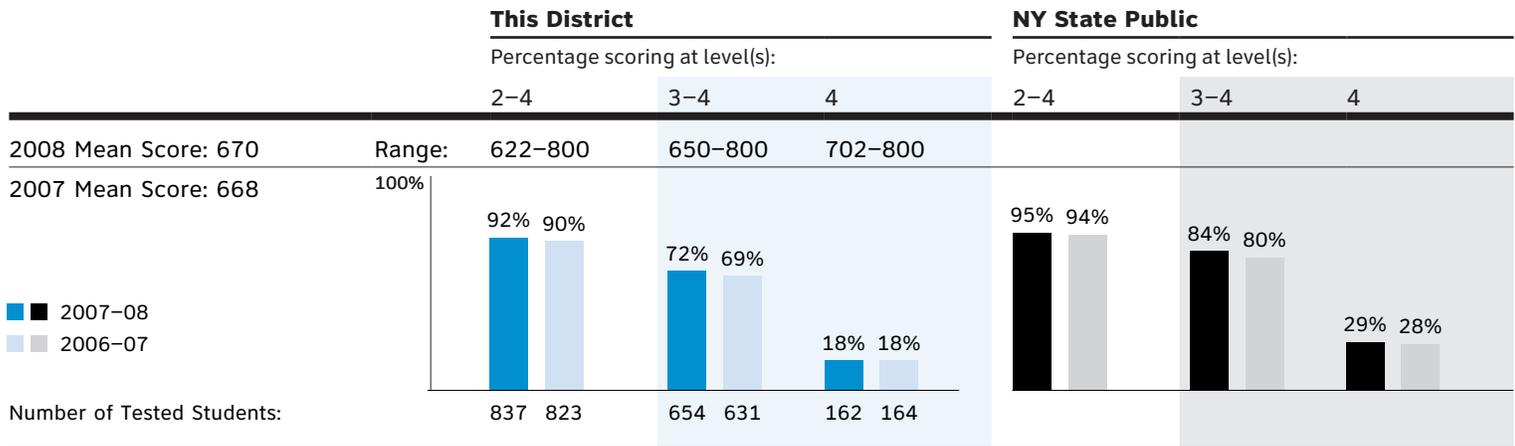
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	6	5	3	5	5	4	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	9	N/A	N/A	N/A	11	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	912	92%	72%	18%	918	90%	69%	18%
Female	426	93%	72%	17%	431	91%	69%	19%
Male	486	91%	71%	18%	487	89%	68%	17%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	271	87%	59%	8%	272	87%	60%	7%
Hispanic or Latino	384	93%	72%	11%	376	87%	65%	13%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	11	-	-	-
White	235	94%	83%	38%	258	96%	83%	35%
Multiracial								
Small Group Totals	22	100%	95%	27%	12	100%	83%	42%
General-Education Students	776	96%	78%	21%	789	93%	75%	21%
Students with Disabilities	136	66%	34%	0%	129	68%	31%	0%
English Proficient	737	92%	75%	21%	760	93%	73%	21%
Limited English Proficient	175	89%	59%	5%	158	75%	46%	3%
Economically Disadvantaged	614	91%	65%	10%	587	86%	60%	10%
Not Disadvantaged	298	94%	85%	35%	331	96%	85%	31%
Migrant	3	-	-	-	2	-	-	-
Not Migrant	909	-	-	-	916	-	-	-

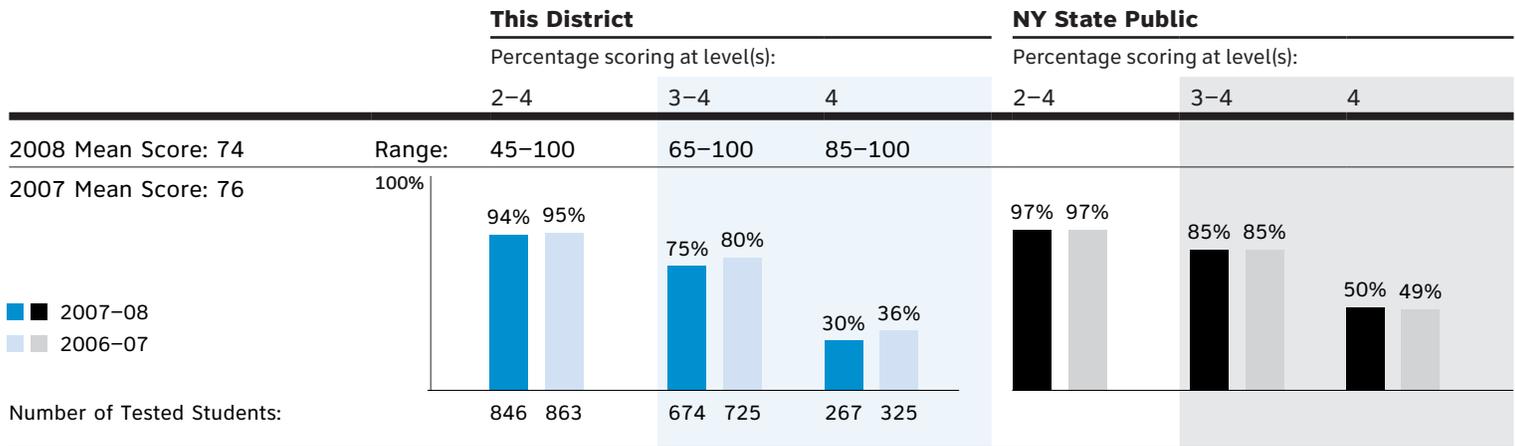
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	7	5	4	5	5	5	3

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	904	94%	75%	30%	905	95%	80%	36%
Female	426	94%	73%	29%	427	96%	83%	36%
Male	478	93%	76%	30%	478	95%	77%	36%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	270	92%	65%	18%	269	96%	74%	25%
Hispanic or Latino	379	93%	71%	21%	372	92%	74%	28%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	11	-	-	-
White	233	96%	89%	54%	252	99%	94%	58%
Multiracial								
Small Group Totals	22	100%	100%	55%	12	100%	100%	67%
General-Education Students	771	95%	80%	33%	776	95%	83%	40%
Students with Disabilities	133	83%	46%	8%	129	95%	64%	12%
English Proficient	731	95%	78%	34%	752	98%	86%	42%
Limited English Proficient	173	87%	58%	12%	153	82%	49%	6%
Economically Disadvantaged	610	92%	68%	20%	583	94%	74%	25%
Not Disadvantaged	294	97%	89%	48%	322	98%	91%	57%
Migrant	3	-	-	-	2	-	-	-
Not Migrant	901	-	-	-	903	-	-	-

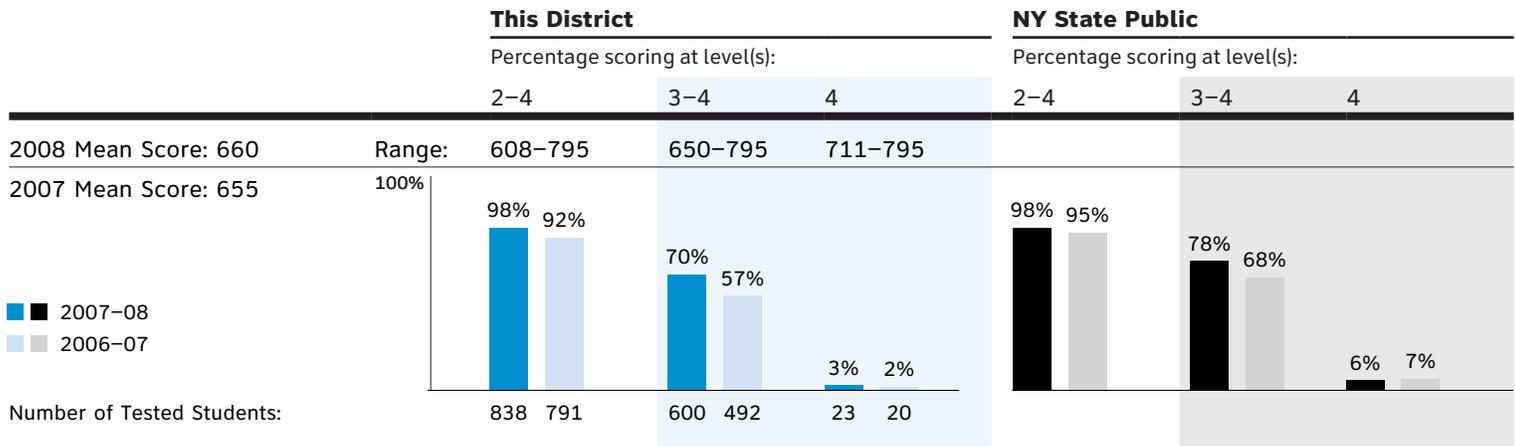
NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	7	6	3	5	5	5	5

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	859	98%	70%	3%	856	92%	57%	2%
Female	397	98%	76%	3%	401	93%	59%	3%
Male	462	97%	64%	3%	455	92%	56%	2%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	261	97%	63%	1%	272	90%	44%	1%
Hispanic or Latino	338	97%	64%	1%	319	90%	51%	1%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	16	-	-	-
White	247	99%	83%	7%	248	98%	78%	5%
Multiracial								
Small Group Totals	13	100%	92%	0%	17	100%	88%	6%
General-Education Students	724	99%	79%	3%	716	97%	66%	3%
Students with Disabilities	135	87%	21%	0%	140	69%	14%	0%
English Proficient	747	98%	75%	3%	776	94%	61%	3%
Limited English Proficient	112	94%	38%	0%	80	79%	25%	0%
Economically Disadvantaged	544	97%	61%	1%	541	90%	47%	1%
Not Disadvantaged	315	99%	85%	6%	315	97%	76%	5%
Migrant					1	-	-	-
Not Migrant	859	98%	70%	3%	855	-	-	-

NOTES

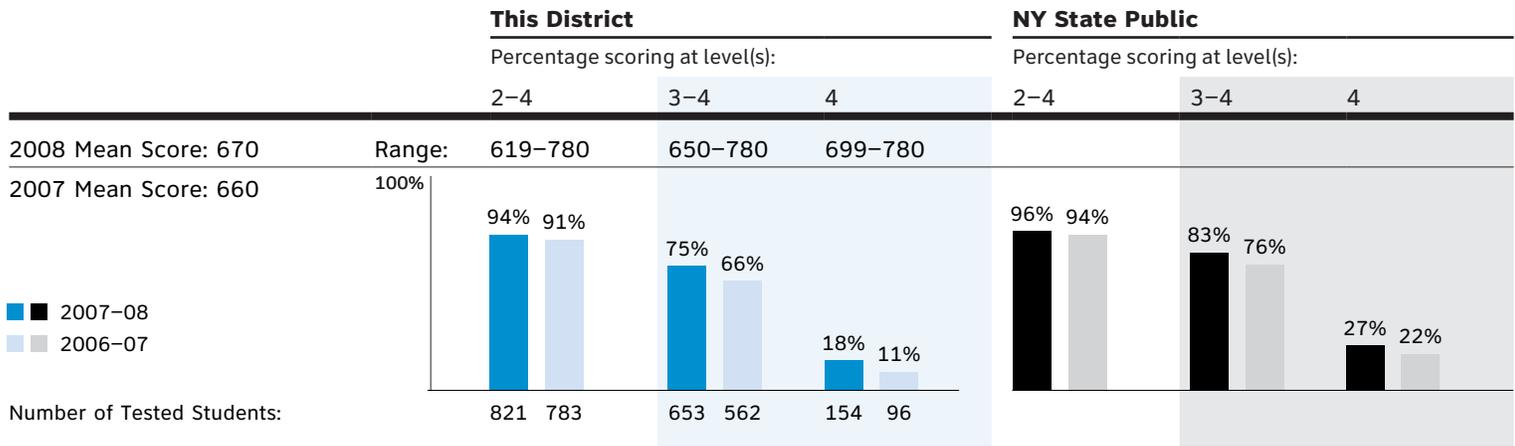
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	9	8	7	3	6	6	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	N/A	N/A	N/A	5	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	869	94%	75%	18%	858	91%	66%	11%
Female	404	96%	77%	17%	401	94%	65%	11%
Male	465	94%	74%	18%	457	89%	66%	12%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	264	91%	66%	8%	271	86%	52%	5%
Hispanic or Latino	346	95%	73%	11%	322	90%	65%	10%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	16	-	-	-
White	246	98%	87%	35%	248	98%	79%	18%
Multiracial								
Small Group Totals	13	100%	100%	69%	17	100%	94%	41%
General-Education Students	731	98%	82%	21%	718	97%	73%	13%
Students with Disabilities	138	78%	38%	2%	140	64%	26%	1%
English Proficient	749	95%	79%	20%	774	92%	67%	11%
Limited English Proficient	120	88%	54%	6%	84	87%	55%	8%
Economically Disadvantaged	556	93%	69%	8%	546	89%	58%	6%
Not Disadvantaged	313	97%	87%	34%	312	95%	79%	20%
Migrant					1	-	-	-
Not Migrant	869	94%	75%	18%	857	-	-	-

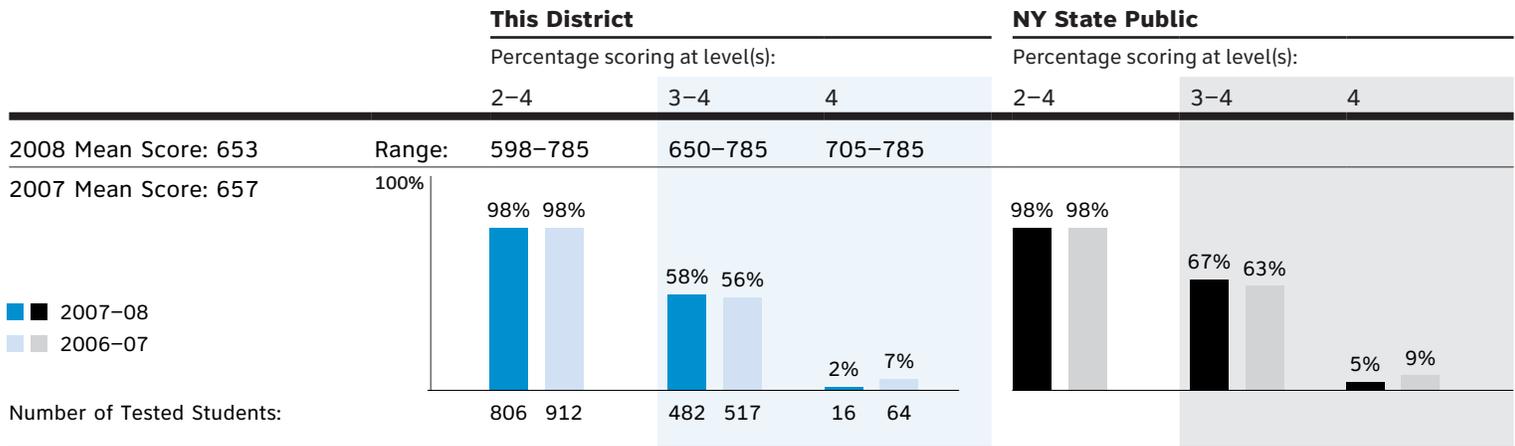
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	8	7	4	6	6	6	5

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	826	98%	58%	2%	926	98%	56%	7%
Female	378	99%	61%	3%	483	100%	59%	9%
Male	448	97%	56%	1%	443	97%	53%	5%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	257	95%	44%	1%	267	98%	48%	4%
Hispanic or Latino	317	97%	54%	1%	360	98%	47%	3%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	21	-	-	-
White	234	100%	78%	3%	277	100%	74%	14%
Multiracial								
Small Group Totals	18	100%	89%	17%	22	100%	82%	14%
General-Education Students	691	100%	67%	2%	782	99%	64%	8%
Students with Disabilities	135	87%	15%	0%	144	93%	14%	0%
English Proficient	761	98%	61%	2%	893	99%	57%	7%
Limited English Proficient	65	95%	26%	0%	33	85%	12%	0%
Economically Disadvantaged	507	97%	48%	1%	553	98%	44%	2%
Not Disadvantaged	319	99%	76%	3%	373	99%	74%	15%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	825	-	-	-	925	-	-	-

NOTES

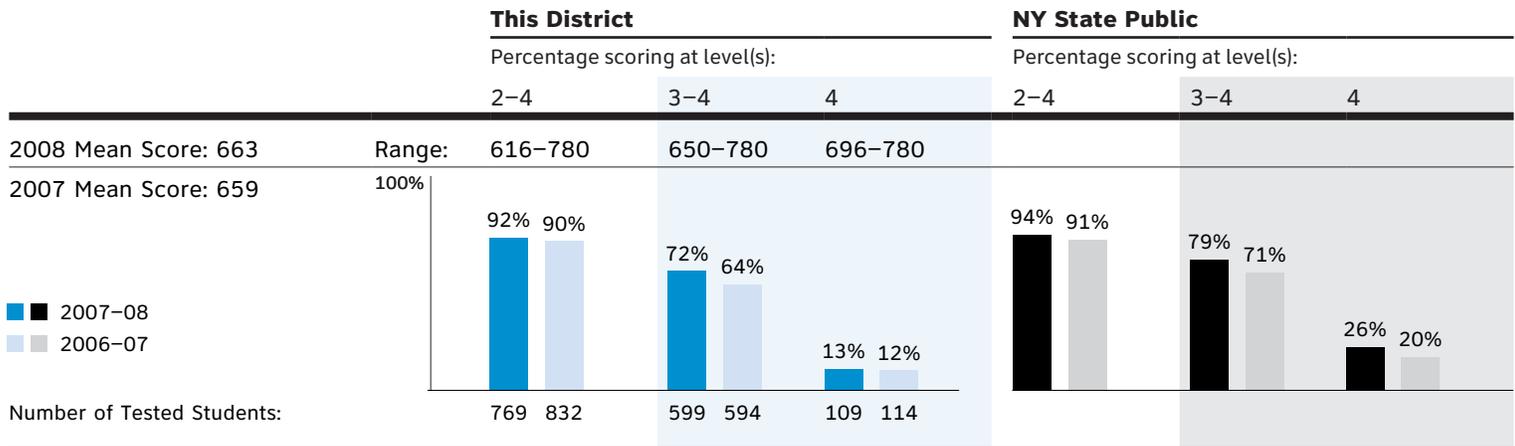
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	7	5	4	8	8	7	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	7	N/A	N/A	N/A	5	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	832	92%	72%	13%	924	90%	64%	12%
Female	381	92%	72%	12%	482	91%	65%	12%
Male	451	92%	72%	14%	442	88%	64%	13%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	262	86%	60%	6%	263	82%	50%	6%
Hispanic or Latino	320	93%	72%	11%	361	92%	63%	9%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	22	-	-	-
White	231	99%	84%	21%	277	94%	78%	21%
Multiracial								
Small Group Totals	19	95%	95%	42%	23	100%	78%	39%
General-Education Students	694	97%	80%	16%	780	94%	70%	14%
Students with Disabilities	138	70%	33%	1%	144	69%	33%	1%
English Proficient	761	93%	74%	14%	885	90%	65%	12%
Limited English Proficient	71	82%	52%	6%	39	87%	51%	18%
Economically Disadvantaged	517	90%	66%	7%	556	87%	56%	7%
Not Disadvantaged	315	96%	82%	24%	368	95%	77%	20%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	830	-	-	-	923	-	-	-

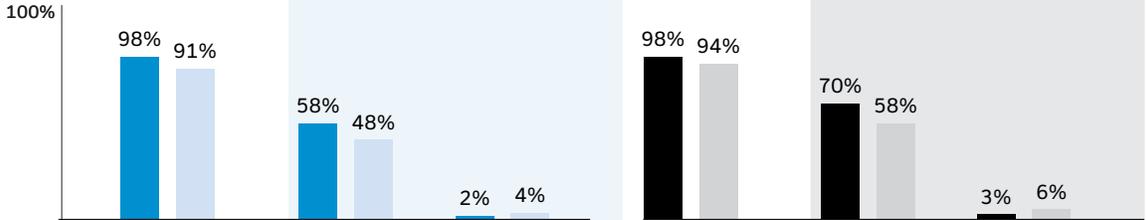
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	7	6	4	8	7	6	3

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 655	600-790	650-790	712-790			
2007 Mean Score: 645						
						
Number of Tested Students:	885	822	525	434	19	32

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	904	98%	58%	2%	902	91%	48%	4%
Female	475	99%	63%	2%	453	93%	53%	4%
Male	429	97%	52%	2%	449	89%	43%	4%
American Indian or Alaska Native	1	-	-	-				
Black or African American	249	98%	51%	1%	279	86%	37%	1%
Hispanic or Latino	359	97%	49%	1%	324	90%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	24	-	-	-	21	100%	90%	19%
White	271	99%	75%	4%	278	97%	68%	7%
Multiracial								
Small Group Totals	25	100%	76%	8%				
General-Education Students	777	99%	66%	2%	753	96%	56%	4%
Students with Disabilities	127	89%	12%	0%	149	68%	9%	0%
English Proficient	867	98%	60%	2%	870	93%	50%	4%
Limited English Proficient	37	92%	11%	0%	32	47%	3%	0%
Economically Disadvantaged	530	98%	45%	0%	546	88%	34%	2%
Not Disadvantaged	374	98%	76%	5%	356	96%	70%	6%
Migrant					2	-	-	-
Not Migrant	904	98%	58%	2%	900	-	-	-

NOTES

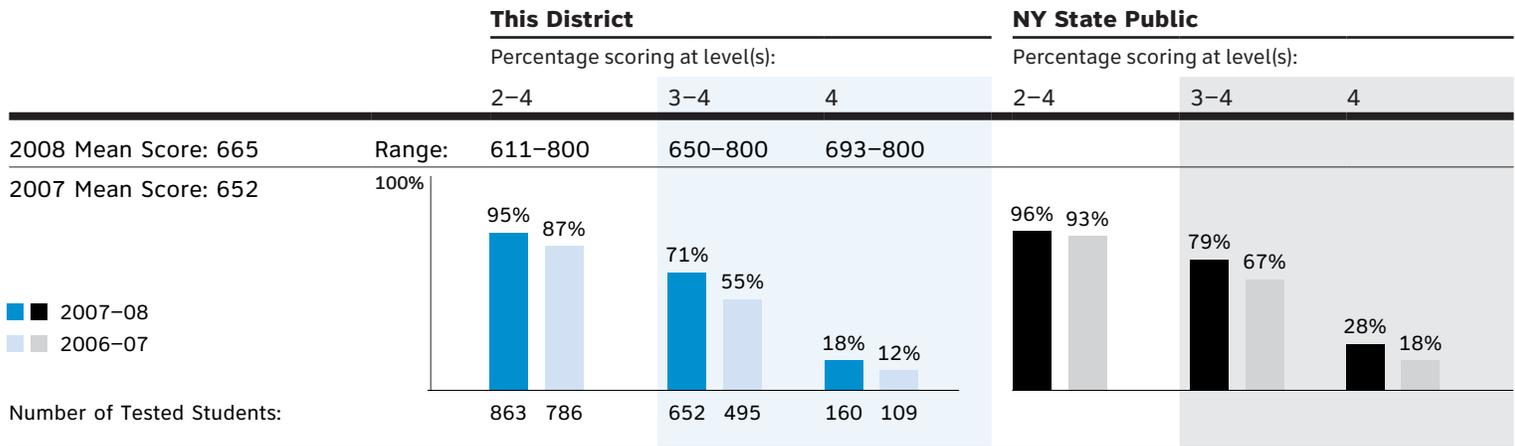
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	7	7	6	3	12	12	10	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	10	N/A	N/A	N/A	11	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	912	95%	71%	18%	900	87%	55%	12%
Female	474	96%	74%	16%	454	90%	56%	11%
Male	438	93%	69%	20%	446	84%	54%	13%
American Indian or Alaska Native	1	-	-	-				
Black or African American	248	90%	57%	8%	275	79%	37%	4%
Hispanic or Latino	368	96%	72%	14%	323	88%	50%	9%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	20	100%	95%	60%
White	270	97%	82%	30%	282	94%	75%	20%
Multiracial								
Small Group Totals	26	100%	85%	27%				
General-Education Students	783	98%	79%	20%	749	94%	63%	14%
Students with Disabilities	129	74%	29%	2%	151	56%	15%	1%
English Proficient	863	95%	74%	18%	859	88%	57%	13%
Limited English Proficient	49	88%	35%	4%	41	68%	17%	0%
Economically Disadvantaged	541	95%	64%	9%	553	82%	43%	6%
Not Disadvantaged	371	95%	82%	30%	347	95%	75%	22%
Migrant	1	-	-	-	2	-	-	-
Not Migrant	911	-	-	-	898	-	-	-

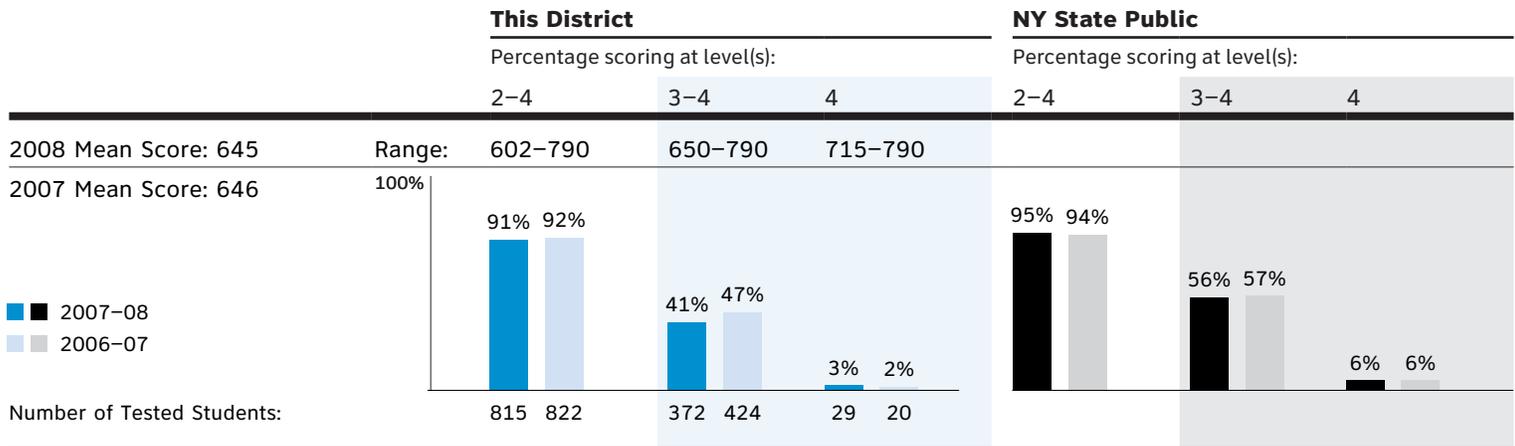
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	7	7	5	3	12	11	10	7

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	898	91%	41%	3%	894	92%	47%	2%
Female	457	93%	48%	4%	419	94%	56%	4%
Male	441	88%	35%	2%	475	90%	40%	1%
American Indian or Alaska Native								
Black or African American	269	87%	29%	1%	264	89%	30%	1%
Hispanic or Latino	334	89%	34%	1%	320	89%	40%	1%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	95%	9%	19	95%	63%	5%
White	273	96%	59%	7%	291	98%	70%	4%
Multiracial								
Small Group Totals								
General-Education Students	755	96%	49%	4%	775	96%	54%	3%
Students with Disabilities	143	61%	2%	0%	119	66%	6%	0%
English Proficient	862	93%	43%	3%	863	94%	49%	2%
Limited English Proficient	36	47%	0%	0%	31	35%	3%	0%
Economically Disadvantaged	541	87%	29%	1%	502	89%	32%	1%
Not Disadvantaged	357	97%	61%	6%	392	96%	67%	4%
Migrant	2	-	-	-	2	-	-	-
Not Migrant	896	-	-	-	892	-	-	-

NOTES

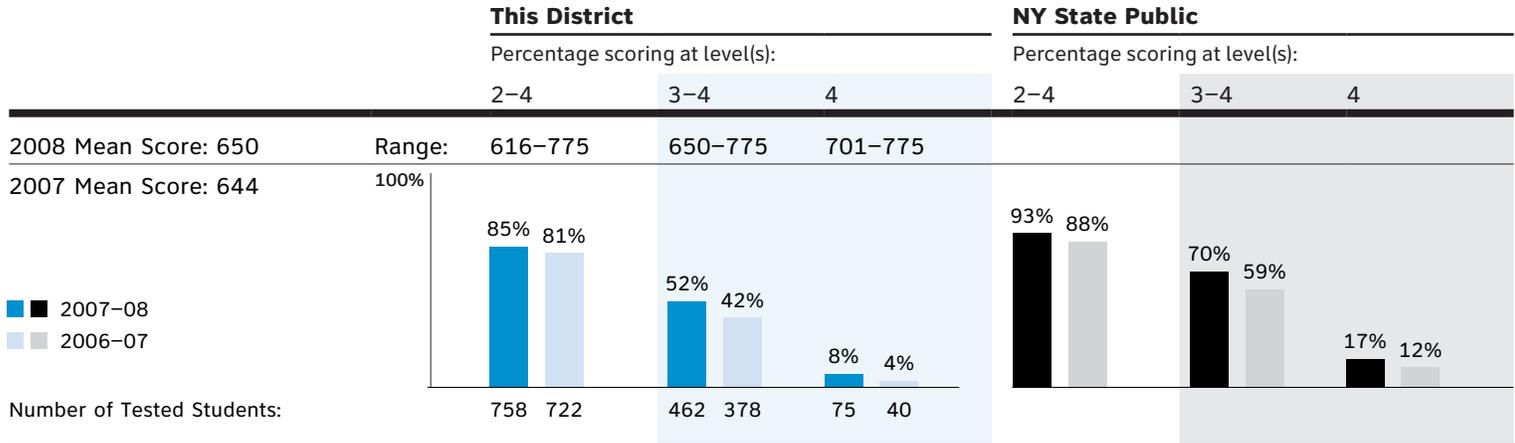
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12	12	10	8	8	8	7	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	7	N/A	N/A	N/A	10	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	894	85%	52%	8%	893	81%	42%	4%
Female	453	88%	52%	8%	420	83%	43%	6%
Male	441	82%	52%	9%	473	79%	42%	3%
American Indian or Alaska Native								
Black or African American	268	74%	35%	3%	264	71%	27%	2%
Hispanic or Latino	332	88%	47%	5%	321	80%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	100%	50%	21	90%	71%	5%
White	272	90%	69%	15%	287	90%	62%	9%
Multiracial								
Small Group Totals								
General-Education Students	752	91%	59%	10%	774	86%	48%	5%
Students with Disabilities	142	51%	11%	0%	119	47%	8%	0%
English Proficient	853	85%	52%	9%	852	82%	44%	5%
Limited English Proficient	41	78%	37%	0%	41	51%	15%	0%
Economically Disadvantaged	545	81%	42%	6%	511	73%	32%	1%
Not Disadvantaged	349	91%	67%	13%	382	92%	57%	9%
Migrant	1	-	-	-	2	-	-	-
Not Migrant	893	-	-	-	891	-	-	-

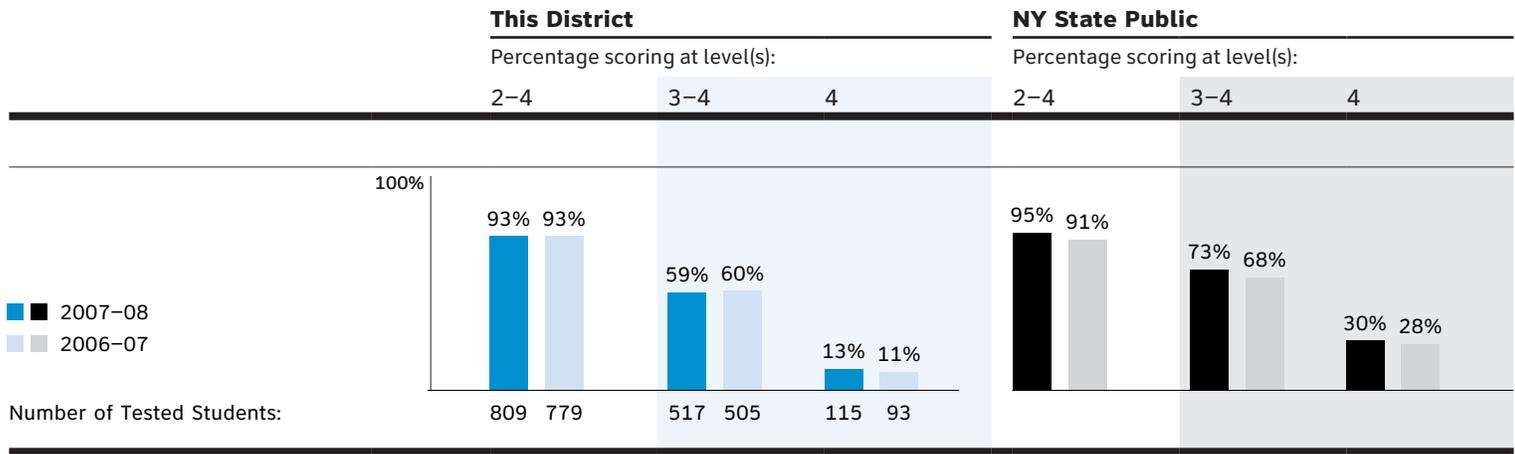
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12	11	9	6	8	7	6	5

This District's Results in Grade 8 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	674	91%	49%	4%	638	91%	48%	4%
Female	337	92%	44%	2%	275	90%	42%	3%
Male	337	91%	54%	6%	363	91%	53%	5%
American Indian or Alaska Native								
Black or African American	227	86%	37%	3%	218	87%	38%	3%
Hispanic or Latino	288	93%	45%	3%	267	90%	45%	3%
Asian or Native Hawaiian/Other Pacific Islander	5	80%	80%	20%	12	92%	42%	8%
White	154	96%	70%	8%	141	99%	71%	9%
Multiracial								
Small Group Totals								
General-Education Students	543	95%	55%	5%	532	93%	53%	5%
Students with Disabilities	131	76%	21%	0%	106	78%	24%	2%
English Proficient	632	92%	51%	4%	600	93%	51%	5%
Limited English Proficient	42	76%	17%	0%	38	61%	11%	0%
Economically Disadvantaged	478	89%	42%	3%	425	88%	39%	3%
Not Disadvantaged	196	97%	66%	6%	213	95%	68%	8%
Migrant	2	-	-	-	2	-	-	-
Not Migrant	672	-	-	-	636	-	-	-

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12	12	10	9	8	8	7	4
Regents Science	195	194	189	87	203	201	196	66

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

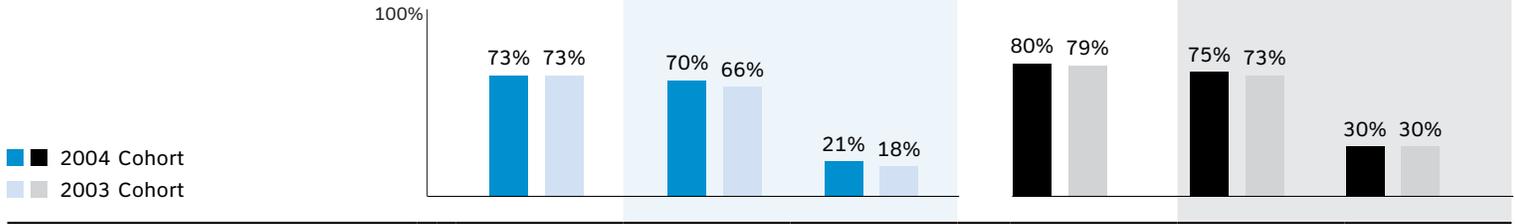
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	881	73%	70%	21%	945	73%	66%	18%
Female	444	76%	72%	23%	473	78%	71%	19%
Male	437	70%	68%	20%	472	67%	60%	16%
American Indian or Alaska Native					1	-	-	-
Black or African American	262	61%	58%	12%	287	67%	57%	9%
Hispanic or Latino	273	70%	65%	12%	250	62%	53%	6%
Asian or Native Hawaiian/Other Pacific Islander	19	79%	79%	42%	18	-	-	-
White	327	85%	84%	35%	389	83%	79%	31%
Multiracial								
Small Group Totals					19	79%	74%	26%
General-Education Students	765	81%	78%	24%	830	80%	73%	20%
Students with Disabilities	116	26%	20%	1%	115	20%	12%	0%
English Proficient	854	74%	71%	22%	926	74%	66%	18%
Limited English Proficient	27	41%	37%	4%	19	32%	26%	0%
Economically Disadvantaged	295	78%	73%	12%	317	68%	59%	7%
Not Disadvantaged	586	71%	69%	26%	628	75%	69%	23%
Migrant	1	-	-	-				
Not Migrant	880	-	-	-				

NOTES

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Other Assessments

	2004 Cohort			2003 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction

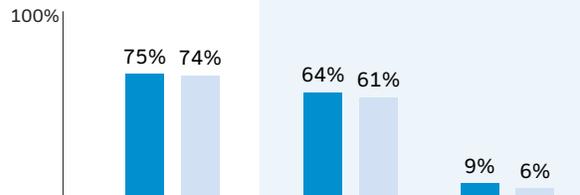
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort
■ 2003 Cohort

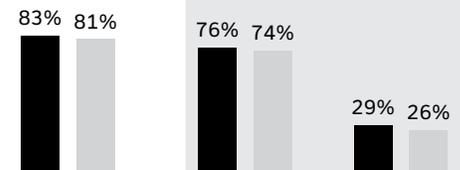
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2003 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	881	75%	64%	9%	945	74%	61%	6%
Female	444	80%	68%	10%	473	79%	62%	5%
Male	437	71%	60%	8%	472	70%	59%	7%
American Indian or Alaska Native					1	-	-	-
Black or African American	262	65%	50%	3%	287	69%	50%	2%
Hispanic or Latino	273	73%	58%	5%	250	63%	48%	2%
Asian or Native Hawaiian/Other Pacific Islander	19	89%	79%	37%	18	-	-	-
White	327	85%	79%	15%	389	84%	76%	10%
Multiracial								
Small Group Totals					19	95%	84%	21%
General-Education Students	765	82%	72%	10%	830	82%	68%	7%
Students with Disabilities	116	29%	10%	1%	115	21%	10%	0%
English Proficient	854	75%	65%	9%	926	75%	61%	6%
Limited English Proficient	27	81%	48%	7%	19	47%	37%	5%
Economically Disadvantaged	295	80%	65%	6%	317	71%	53%	2%
Not Disadvantaged	586	73%	63%	10%	628	76%	65%	8%
Migrant	1	-	-	-				
Not Migrant	880	-	-	-				

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

2004 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

2003 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.